



# OXFOS

Oxford Forum of Open Scholarship

Future of open research in humanities and social sciences

Tuesday 3 March 2026, 15:00-16:30



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#OxFOS26



# Future of open research in the humanities and social sciences

Skyler Gordon<sup>1</sup>, Tania Boster<sup>1</sup>, Sam Moore<sup>2</sup>, Jenni Adams<sup>2</sup>, Miranda Barnes<sup>2</sup>, David Mills<sup>3</sup>, Stephanie Kitchen<sup>3</sup>, Abebe Zegeye<sup>3</sup>

A workshop in 3 parts..

- 1) Stewardship and Knowledge Ownership 15.00-15.30
- 2) MORPHS (Materialising Open Research Practices in the Humanities and Social Sciences) 15.30-16.00
- 3) How is OA transforming African Journal Publishing? 16.00 - 16.30

# **Stewardship and knowledge ownership**

**A framework for centering principles of  
truth and repair in community-engaged historical research**

Skyler Gordon, Ph.D.  
Tania Boster, Ph.D.  
Princeton University

Situating our Practice:  
Community-Engaged Research and the  
Co-Production of Knowledge

**“Community-Engaged Scholarship (CES)** encompasses mutually beneficial partnerships between universities and communities that seek to collaboratively develop and apply knowledge to address consequential public issues in our democracy.” -Gordon da Cruz 2018



Table 1. Examples of different types of research across the engagement spectrum.

City sustainability officers engage with university researchers and national labs to chart zero-emission pathways, that are jointly visioned with various city departments and community groups	<b>Engaged research:</b> technical expertise of researchers melds with policy expertise of city sustainability officers who convene the group; dialogue with a range of stakeholders to address a specific goal.
University researchers collaborate with Indigenous communities to address an environmental risk or problem.	<b>Engaged research:</b> tribal partners and researchers are on an equal footing in co-developing research questions and project goals.
An environmental engineer collaborates with practitioners in a utility to take their laboratory-scale research to a pilot scale.	<b>Translational research:</b> can be engaged research if non-scientist utility personnel are engaged throughout, and/or additional community input is sought.
A scientist collaborates with communities to implement a survey on environmental health risk factors.	<b>Gray area:</b> only engaged research if the communities are involved in the design of the survey and perhaps also the dissemination of results.
Collaboration between a university scientist and a scientist in a software company.	<b>Not engaged research:</b> even if interdisciplinary, collaboration is among scientists and focused on technical expertise.
Environmental health practitioners engage communities in a design charette to reimagine their neighborhoods.	<b>Not engaged research:</b> this an example of good professional practice, and is not focused on scientific discovery.
A scientist disseminates their project findings through an exhibit at a local library, reaching a large swathe of the community.	<b>Not engaged research:</b> no specific actions or goal orientation by community members.

# Co-production of knowledge

“At its most fundamental level, knowledge co-production has been defined as: ‘substantive interactions between producers and users of knowledge that results in knowledge that fits decisions contexts’ (Mach et al 2020).”

-Ramaswami, 2025



Citizen scientists monitor water quality on the coast of Rio Grande de Manati. Credit: The Conservation Trust of Puerto Rico

Engaged research is research conducted via meaningful collaboration among scientist and non-scientist actors, that explicitly recognizes that scientific expertise alone is not always sufficient to pose effective research questions, enable new discoveries, and rapidly translate scientific discoveries to address society's grand challenges.

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## Huluniixsuwaakan: The Role of the Library in Munsee Delaware Language Revitalization and the Development of Community Relationships on Lenape Land

Suzanne Conklin Akbari, Ian McCallum  
(Munsee-Delaware Nation), Melissa Moreton, and  
Anu Vedantham

In lieu of an institutional land acknowledgment, the authors point readers to resources discussing the colonial displacement of Lunaapeew (Lenape people) from their homelands (Lunaapahkiing) in and around what is today Princeton, New Jersey. The late historian Mark Peters, the late language keeper Karen Mosko, and Ian McCallum (essay coauthor), all members of Munsee-Delaware Nation, contributed to the site Resources for the Lunaape / Delaware Living Land Acknowledgment (Institute for Advanced Study, n.d.-c).

Institutional land acknowledgments can be problematic for Indigenous communities as well as institutions on whose land they are situated. Theresa Stewart-Ambo and K. Wayne Yang's (2021) essay "Beyond Land Acknowledgment in Settler Institutions" discusses the challenges present in using land acknowledgments.

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### ABSTRACT

Since 2021, Munsee community members have joined historians and library staff from the Institute for Advanced Study (IAS) and Princeton University (PU) for an annual language and history symposium on Lenape (Delaware) lands in Princeton, New Jersey, located on the traditional homelands of the Munsee people (or "Lunaapeew"). Informed by symposium conversations, PU faculty, students, and library staff, IAS faculty and researchers, and Munsee community members have been involved in a long-term project to locate, digitize, describe, and make accessible Munsee (or "Lunaape") language materials, currently comprising over two dozen rare manuscripts and printed books, to Munsee community members, the campus community, and the broader public. This article discusses the goals of the project for both Lunaape language teachers and library staff and explores the challenges encountered, including problems using existing standardized terminology and controlled vocabularies for describing library materials, difficulties encountered when working with a wide range of stakeholders, and institutional barriers to making materials freely accessible to community members. While this article is descriptive

LIBRARY TRENDS, Vol. 72, No. 1, 2023 ("Indigenous Librarianship," edited by Ulia Gosart and Rachel Fu), pp. 122–148. © 2024 The Board of Trustees, University of Illinois

# Who owns Community-Engaged Scholarship?

Some considerations for scholar-practitioners who strive to do research with, rather than on, communities

Adapted from "Questions that may be helpful for non-Indigenous practitioners in libraries and archives" in Akbari, McCallum, Moreton, and Vedantham, 2023, "Huluniixsuwaakan: The Role of the Library in Munsee Delaware Language Revitalization and the Development of Community Relationships on Lenape Land."

# Method and Mode

“How can we disrupt patterns of collaboration that may have been extractive or dismissive?”

# History and Place

“Learn about the communities of origin connected to the collections in your care.”

# Collections were Belongings: Museums, Libraries, Archives

“Whose cultural objects does the library or institutional repository have? What are these objects, and how were they acquired? Think deeply before contacting community members.”

# Digital Access, Consultation, Dissemination

“Materials need to be considered on a case-by-case basis, and in consultation with the appropriate community members.”

## Informed Consent is a Process

Consult closely with community members about *whether and how* to share texts, photographs, manuscripts, oral histories.

# Stewardship and Relationality

“...[H]ow is the institution’s [ /academic researcher’s] habitual understanding of care and stewardship balanced against the community’s traditional understanding of relationality?”

Method and Mode  
History and Place  
Collections were Belongings  
Digital Access, Consultation, Dissemination  
Stewardship and Relationality

Given factors such as these that inform the production of Community-Engaged Scholarship, what do community-engaged scholar-practitioners need to consider before pursuing open access publication?

# Truth + Repair

Documents the historical impacts of structural racism on the health and wellbeing of marginalized communities in New Jersey

Four research hubs in three distinct geographical regions

Co-designs research projects on local histories of inequality and communal resolve with regional community partners and record-holding institutions

Crafts research and scholarship for use in reparative justice

Experimental, dynamic, responsive to community needs, self-reflective

# T+R and Ownership

Researchers don't "own" research

Research and scholarship is **communally built and circulated.**

Ownership of sources **stays with the owners**

Scholarship, research materials, and sources **made more accessible** in partnership with communities involved in research

All published scholarship **must be open access**

# Southern Black Migration Oral History Project

Home / Departments and Agencies / Commissions/Boards/Authorities / Historical Commission, New Jersey / New Jersey Southern Black Migration Oral History Project Transcripts, 1970 - 1990

## Folder - 65 Items






Search this folder  Sort By A - Z Title

### New Jersey Southern Black Migration Oral History Project Transcripts, 1970 - 1990 folder

SZHS009

[View metadata](#)

#### Browse folder

 <p><b>Alver, Rico</b> SZHS009</p> <p>Favorite</p>	 <p><b>Anthony, Doris</b> SZHS009</p> <p>Favorite</p>	 <p><b>Bailey, Lavinia</b> SZHS009</p> <p>Favorite</p>	 <p><b>Banks, Garfield</b> SZHS009</p> <p>Favorite</p>	 <p><b>Beauwright, Robert</b> SZHS009</p> <p>Favorite</p>
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Fresh, but like it's filled at a very expensive rate". Pg.16.  
Date August 14 1980  
Archive NJ State Archives  
URL <https://page.access.governia.com/portal/en-US/sect/rd/3A3D7C7C7F6d22-425e-43b-b0dd-f4ac089024e7?keyword=jama&keyword=usdt>  
Medium Audio Recording  
Date Added 6/30/2025, 8:33:30 PM  
Modified 6/30/2025, 8:35:54 PM

#### Interview of Olivia Alston

**Item Type** Interview  
**Abstract** "We put pork of the yolk from the egg and put it on the rice and some bring it to her head and bear it, then it bear" Pg.7  
**Date** 1980  
**Archive** NJ State Archives  
**Medium** Audio Recording  
**Date Added** 6/27/2025, 9:29:01 PM  
**Modified** 6/27/2025, 9:31:20 PM

#### Interview of Penny Holton

**Item Type** Interview  
**Abstract** "Oh yes. My mother, my grandmother, they would give me some of everything. But you get well if you don't die. Lemon, vodka, and peppermint, rock candy, all mixed together, stuff like that. It's kill you if you get older. Daddy. Well when I was young, right? My mother would make my grandmother cow shit tea and corn hunk remedies. The hunk come off the corn, and the hunk come off of pigs and shit. And those was about the best remedies that we know about for cold, right. We didn't have no Ashil, Tylenol, and stuff like that. We used that to be good. Maybe we should use it more often now for the kids. They wouldn't be as sick. We didn't have no doctor bills like now—kids going in and out of the hospital". Int. How did the corn, what's the name of it? Hot. Cow shit? Int. Yeah, yes. How did that work? I mean how did she make it? Hot. Well, she would get it, and she would wrap it up in a rag and tie it up, and then drop it over in the water, and let it warm. And like dropping a tea, hugg over in the water. That was the tea bag, and let it boil and take out. But I never— Int. She tied a muslin over up in the bag and put it in the water? And you drink that— from it? Hot. The kids drink it.

Yeah, I'm not going to admit that I'd drink that. Int. How about the tomato? How was that made? Hot. Just drop them over in water and let it boil and put it over in a cup and you'd drink it. That was it. Pg.9.  
Date 1980  
Archive NJ State Archives  
URL <https://page.access.governia.com/portal/en-US/sect/rd/3A3D7C7C7F6d22-425e-43b-b0dd-f4ac089024e7?keyword=jama&keyword=usdt>  
Medium Audio Recording  
Date Added 7/30/2025, 6:39:29 PM  
Modified 7/30/2025, 7:02:17 PM

#### Interview of Robert Beauwright

**Item Type** Interview  
**Abstract** "I remember, I think it was for the cold but I'm not sure. It used to be kerosene— Take a tablespoon, and put sugar on it and then we used to pour the kerosene over the top of the sugar, and we take a spoonful. Like when somebody had a cut or something or like we go outside by the trees— We had a cypress tree. I don't know if you know cypress tree. We had a pine tree, a fig tree. You know, like we find cobsweats and we would take the cobsweats and after they clean the sweat out, they used to take them cobsweats and used to— I don't know what else. I see them put that cobsweat over their cut and stuff and wrap it up, and like it would heal". Pg.24  
**Date** July 27 1980  
**Archive** NJ State Archives  
**URL** <https://page.access.governia.com/portal/en-US/sect/rd/3A3D7C7C7F6d22-425e-43b-b0dd-f4ac089024e7?keyword=jama&keyword=usdt>  
**Medium** Audio Recording  
**Date Added** 6/30/2025, 8:13:27 PM  
**Modified** 6/30/2025, 8:16:18 PM

#### Interview of Robert Lerick

**Item Type** Interview  
**Abstract** "I know quite a few of them. First one that comes to mind is honey and lemon in tea for a cold. And I remember when I was very young, about six or seven years old, whenever we got cut or scratched and had a little bit, my grand-grandmother,

# Stewardship and the Stoutsburg Cemetery Association

Stewardship by SCA: attending to the interred, to their grounds, to their descendants, and to the stories they all hold

- Sources communally tended/preserved
- Research/Scholarship built and shared across a network of researchers
- Sources and research/scholarship made publicly accessible in partnership with the “owners” and their communities
- Sources, research/scholarship, and researchers are within networks of living beings both past and present



Amr Alfiky/The New York Times

Is open access a form of  
repair? Does it enable  
repair?

## Works Cited and Referenced

### Truth Repair and Ownership

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### Stewardship

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### Community-Engaged Scholarship

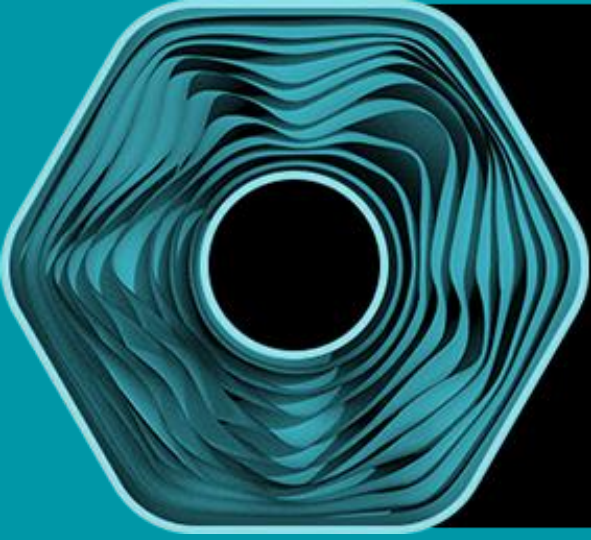
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# MORPHSS

(Materialising Open Research Practices in the Humanities and Social Sciences)

Introducing the MORPHSS Project

Dr Samuel A. Moore, University of Cambridge  
Dr Miranda Barnes, University of Cambridge  
Dr Jenni Adams, University of Sheffield  
MORPHSS Project

Oxford Forum of Open Scholarship - OxFOS  
Future of open research in humanities  
and social sciences  
Tuesday 3 March 2026  
15.00–16.30 | Online

# Materialising open research practices in the Humanities and Social Sciences



Funded by Research England Development Fund, Wellcome Trust, Arts & Humanities Research Council



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Expertise across digital humanities, information science, literature, postdigital cultures, practice research, publishing, research on research, informed by a [multidisciplinary advisory board](#).



[@morphss.bsky.social](https://bsky.app/profile/morphss.bsky.social)

# Why MORPHSS?



Photo by [Declan Sun](#) from Unsplash

- ‘Openness’ is emerging as a central concept in the production and evaluation of academic knowledge...
- But the dominant discourses and audit mechanisms of openness are tailored towards STEM disciplines and quantitative research (Steltenpohl et al, 2023)
- There’s a risk of marginalising and devaluing research types and areas that don’t fit these models, as well as a risk that AHSS researchers are alienated by language/expectations they don’t find relevant.

In response, MORPHSS seeks to develop a nuanced conception of openness that is appropriate for AHSS disciplines & explore ways to materialise & sustain open AHSS practices.

## Cataloguing open research practices in the arts, humanities and social sciences

- 2) Piloting **long-form open research practices** in the humanities
- 3) Facilitating **open qualitative research data** in the social sciences
- 4) Piloting **collaborative open peer review practices** in the arts, humanities & social sciences
- 5) **Embedding open research practices** in AHSS
- 6) **Facilitating open licensing** for AHSS research
- 7) The **Open Research Network for the Arts, Humanities and Social Sciences**

## UNESCO Recommendation on Open Science

UNESCO's Recommendation on Open Science highlights not only the need to make 'scientific' (scholarly) knowledge 'openly available, accessible, and reusable for everyone', but also to:

- increase collaborations and sharing of information
- open the processes of knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community
- include all disciplines and aspects of scholarly practices
- build on several key pillars: open scientific knowledge, open science infrastructures, science communication, open engagement of societal actors and open dialogue with other knowledge systems

([UNESCO Recommendation on Open Science 2021, II.6](#))

*Often left out of the policy sphere, but more relevant to AHSS approaches?*



*Privileged in dominant (Global North) models & discourses of Open Science*

## Outcomes: MORPHSS report



Recommendations for funders, institutions, open research monitoring initiatives, publishers, learned societies & researchers.

“We emphasise the importance of flexibility, acknowledging diversity of practice, creating inclusive guidance and advocacy materials and engaging with AHSS communities in the review and revision of requirements....”

# WP1: Cataloguing open research practices in AHSS - arts & humanities examples

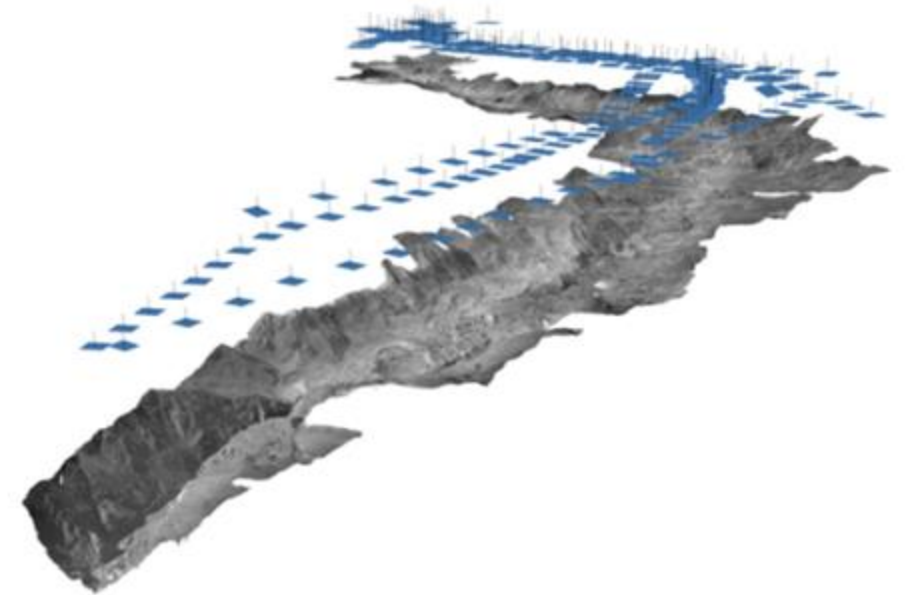
- Insights into **research processes**, such as open documentation of creative methods, open materials, and experimental longform publishing.
- Inclusive, **accessible communication of research**, such as academic podcasts, virtual exhibitions, and other forms of public scholarship.
- **Participatory** and **epistemic openness** through community inclusion, such as with certain forms of communal and collaborative authorship, translation, and open peer review practices, and co-production.
- Opening up **research evidence** through approaches to sharing creative practice outputs, and humanities-focused applications of Linked Open Data (LOD), such as digital enumerative bibliography.



Photo by [Chris Yang](#) on [Unsplash](#)

# WP1: Cataloguing open research practices in AHSS - social science examples

- **Participatory & collaborative methods** e.g. Community-Based Participatory Research, Participatory Action Research, Research-Practice Partnerships
- **Insights into qualitative research processes** - e.g. positionality, reflexivity, open documentation of methods, documenting and disseminating failure
- **Variety of ways of sharing research evidence** - e.g. sharing qualitative data, but also Annotation for Transparent Inquiry, sharing ethically fabricated data, sharing creatively refigured data...



*Image courtesy Cambridge Archaeology*

## Catalogue of Open Research Practices in the Arts, Humanities, and Social Sciences

This is a living, iterative, and collaborative showcase of open research practices within the arts, humanities, and social sciences disciplines. [Learn more](#)

### PRACTICES

Academic/Scholarly Podcasting

Annotation for Transparent Inquiry

Applying the CARE Principles to Data from Marginalised Communities

Authorship (Collective, Collaborative or Communal)

Co-production

**+25**  
Practices

## TYPES OF OPENNESS

### Participatory Openness

Participatory openness is the opening of participation in research to individuals and communities outside academia. Practices and approaches which illustrate this form of openness include participatory methods such as [Co-production](#), [Community-Based Participatory Research](#), [Participatory Action Research](#), and [Research-Practice Partnerships](#). Other examples of participatory openness include [member checking / member sharing](#) and participatory forms of [open peer review](#).

### Epistemic Openness

Epistemic openness is demonstrated by practices that value and engage with a range of knowledge types and ways of knowing beyond those that are privileged within academia. These forms of knowledge might include lived experience - as in, for example, [Participatory Action Research](#). They may also include communal forms of knowledge such as Indigenous knowledges, which may be explored in applications of [Community-Based Participatory Research](#), or professional and practice-based knowledge.

### Process Openness

Process openness refers to sharing elements of the research process that would not usually be available to other researchers or audiences. Examples include [open materials](#), [open documentation of methods](#), [open peer review](#), [pre-registering qualitative research](#), and [documenting and disseminating failure](#). Practices like [reflexivity](#) and explorations of [positionality](#) are also examples of process openness due to their focus on the conditions under which knowledge was produced.

### Evidentiary Openness

Evidentiary openness refers to a diverse set of practices by which research evidence is made available to the communities (peers and participants) of research. Examples include [sharing qualitative data](#), publishing a [data paper](#), [sharing outputs from arts practice research](#) and using [Annotation for Transparent Inquiry](#). Practices like [creatively refiguring data](#) and [member checking / member sharing](#) can offer forms of evidentiary openness with participants. Evidentiary openness can also entail the application of the [CARE principles](#) to ensure data and materials are shared in line with community preferences.

### Availability of Outputs

Availability of outputs refers to the open access availability of outputs including, but not restricted to, research publications. This category includes open access outputs such as [open access monographs](#), [data papers](#), [open materials](#), [pre-registrations](#), [preprints and working papers](#) and [open qualitative data](#). In their free and open availability, these enable scholars to access research outputs regardless of their institutional context (if applicable) and its associated level of resource.

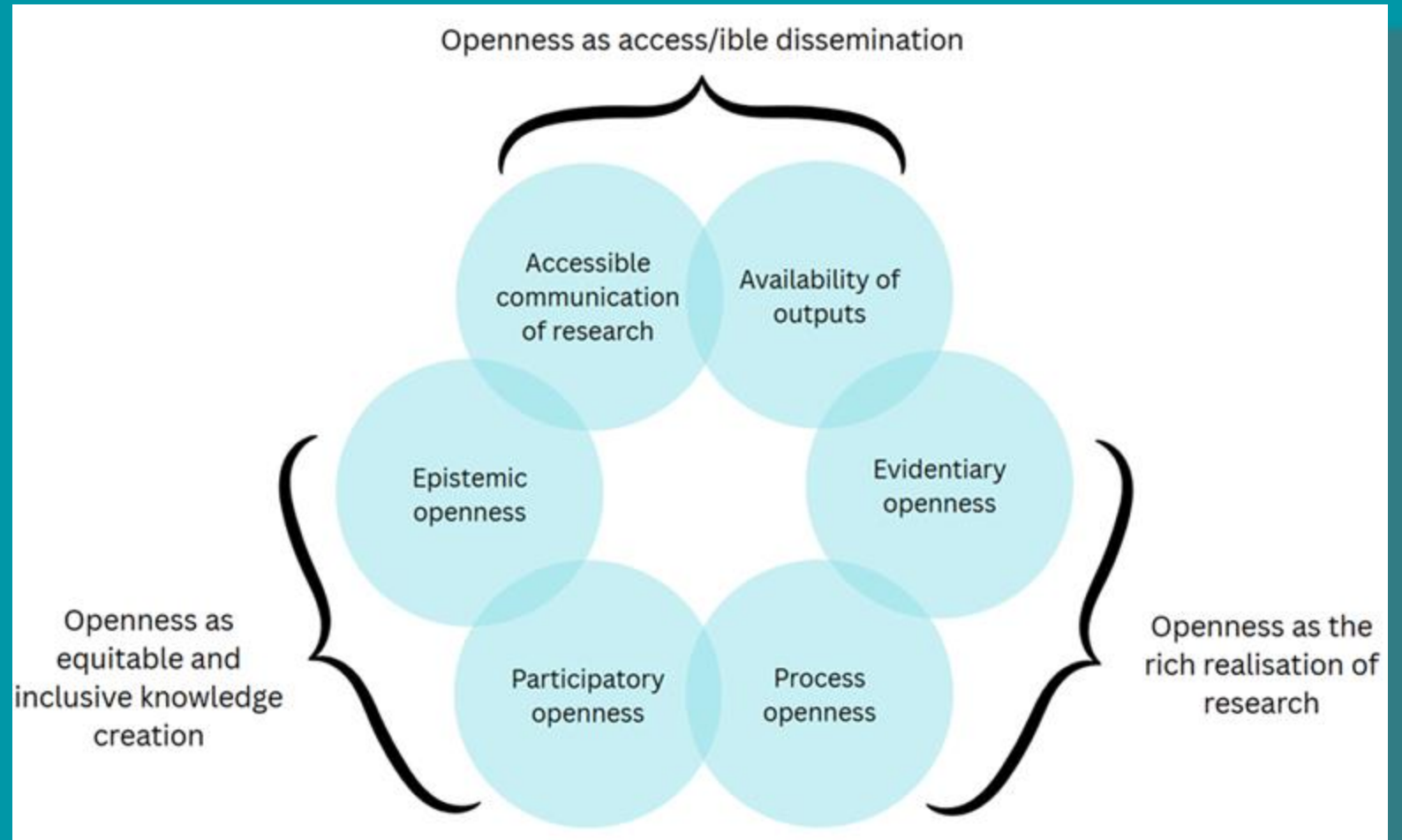
### Accessible Communication of Research

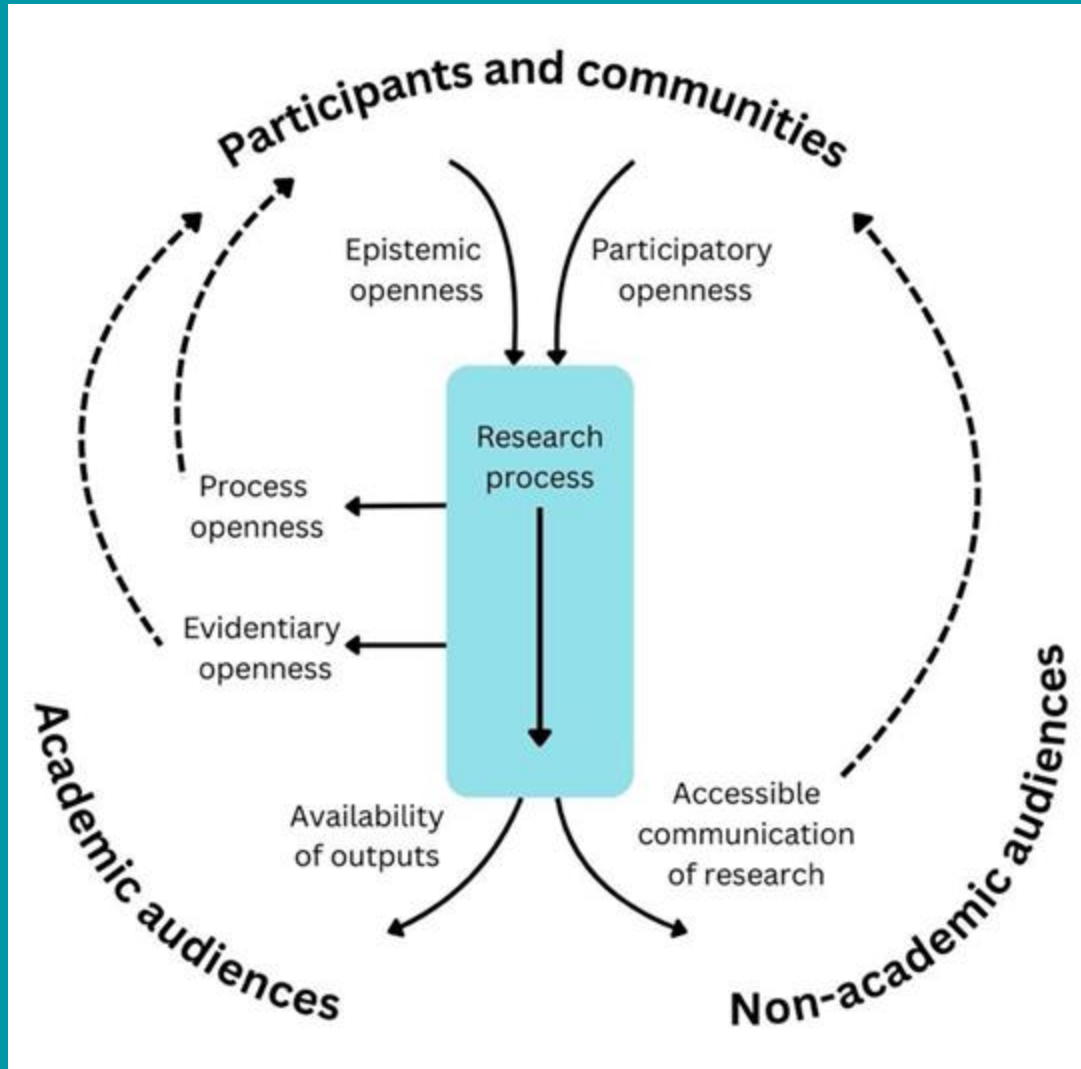
Accessible communication of research is the dissemination of research in ways that are comprehensible, meaningful and engaging to broader publics. This may include forms of [public scholarship](#) like [academic podcasts](#) and [virtual exhibitions](#) that enable new forms of knowledge exchange, impact and accountability. Another type of accessible communication of research is [sharing creatively refigured data](#), enabling data to be presented to participants and broader audiences in comprehensible and engaging ways.

# A Typology of Openness

Six forms of openness in three overarching categories:

- Openness as access/ible dissemination
- Openness as the rich realisation of research
- Openness as equitable and inclusive knowledge creation





*MORPHSS typology: Forms of openness and their audiences, participants and publics*

## Headline recommendations...

- **Funders** - adopt flexible and inclusive approaches to open research that encourage researchers to consider using a broader range of open practices.
- **Institutions** - review institutional incentive and recognition structures around open research to ensure a broad range of open practices are recognised and incentivised.
- **Open research monitoring initiatives** - review existing and proposed approaches to assess inclusivity and flexibility in the light of disciplinary, epistemological, and methodological differences.
- **Publishers**, especially in AHSS and interdisciplinary areas - adopt more flexible and inclusive approaches to open research requirements.
- **Researchers** - consider a broader range of OR practices beyond those expressly mandated by funders/journals/institutions, and actively explore the benefits of these.

# WP2: Piloting long-form open research practices in the humanities

Building on the Unbind workshop on reimagining the academic monograph hosted by Cambridge Digital Humanities (CDH) in 2022, this work package will produce:

- **workshop** on form, difficulty & openness in longform monograph writing
- an **actionable framework** & openly-available **report**
- an **open-source digital tool**, being developed with a Research Software Engineer at the University of Southampton
- an openly-available **report** on the approach to creating the tool

## WP3: Facilitating open research data in the social sciences

- Interviews with researchers leading or conducting **(a) ethnographic research;** and **(b) mixed methods (qual & quant) research** on approaches to qualitative data sharing.
- Coupled with desk research on debates on and approaches to qualitative data sharing in the social sciences more generally.
- Aim = to understand researcher decision-making processes and identify good practice re why, what, when and how to share (including in situations where qualitative data sharing is not possible or appropriate).
- Will produce an **actionable framework supporting good practice around** data sharing and reuse across different social sciences disciplines, and a **report** summarising the approach taken.

# WP4: Piloting collaborative open review practices in the humanities and social sciences

Special Issue of the Journal of Electronic Publishing on open research in AHSS



## Two-strand experimental peer review process:

1. Articles were made available to fellow contributing authors for **annotation and comment**
2. **Collaborative peer review process** - 2-3 invited reviewers met to discuss each article and created a joint review report and recommendation.

Identities were open within each process. Both forms of feedback were made available to author/s.

Narrative reflections have been invited from authors, reviewers and editors after the process concluded.

**Issue is forthcoming in Spring 2026.** An openly-accessible report will follow.

Questions?



# Thank you for listening!



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Our website: <https://morphss.hcommons.org/>

Follow us on BlueSky:

<https://bsky.app/profile/morphss.bsky.social>

MORPHSS Report:

<https://doi.org/10.17613/jn1y1-mj246>

MORPHSS Catalogue:

<https://catalogue.morphss.work/>

MORPHSS Repository:

[works.hcommons.org/collections/morphss/](https://works.hcommons.org/collections/morphss/)



# How is Open Access Transforming African Journal Publishing?

Stephanie Kitchen, David Mills and Abebe Zegeye

(affiliations: International African Institute, University of Oxford,  
African Books Collective, African Journals Initiative)

# Context

- Approx 2000- 2500 academic journals published from Africa. Majority are published in English and OA. Many are university-hosted, using platforms such as OJS. OpenAlex coverage of African OA journals is limited.
- Very few African journals (240) are Scopus-indexed (50% South African).
- Main African journal platform is AJOL. Hosts approx. 920 journals, of which half are OA, and 30% are diamond OA. 20% inactive.
- Commercial APC-based OA publishers based in global North attract growing numbers of submissions. Assumption that all journal publishers require payment of APCs has been normalised.
- African university libraries prioritise funding access to Scopus over support for institutional journals.

# Opportunities offered by Open Access

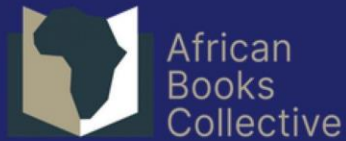
- Dissemination of more research from Africa
- Improved visibility of African journals globally
- Increasing numbers of journals are published from the continent
- A more equitable global future for open access publishing?

## **But...**

- Who pays?

# Challenges

- Donor dependencies – African Journals Online, launched in 1997 has been entirely dependent on European funders.
- Lack of sustainable funding at journal level: 60% of the continent's diamond OA journals rely on voluntary labour (EiFL, 2024).
- Low and flat rates of journal indexation on the continent.
- Metadata quality limits visibility of many journals.
- Commercial and reputational drivers of global science: African researchers prioritise journals published from the Global North.
- Digitisation, gold open access, mega journals, and AI all work to marginalise African journal publishing.



# AFRICAN JOURNALS INITIATIVE



## Interventions

- African Journals Initiative is led by African Books Collective & Pluto Journals.
- Offering a publishing platform through Science Open and JSTOR for 18 journals from 10 countries (Botswana, Ghana, Kenya, Malawi, Nigeria, Senegal, Somaliland, South Africa, Tanzania, Zimbabwe) 2025-27.
- Can diamond OA (library funding) work for Africa-based journals? Weak subscription base + fragile OA = long road to sustainability.
- ABC & Pluto have found ways of building sustainable publishing programmes since the 1960s/90s with funding support.
- New continental journals: *Global Africa*.
- African university policies on journal sovereignty and ownership (e.g. Dar es Salaam, Makerere, Legon, Ghana).
- Ethiopian journals.

# Thank you for coming

#OxFOS26



Still time to book!  
[go.glam.ox.ac.uk/OxFOS26](https://go.glam.ox.ac.uk/OxFOS26)

Tues, 3rd March, ONLINE, 11:00-13:00,  
The future of Rights Retention to protect researchers' copyright

Tues, 3rd March, ONLINE, 15:00-16:30,  
Future of open research in humanities and social sciences

Wednesday 4th March, 09:30-19:00,  
In person conference day

Thurs, 5th March, ONLINE 13:00-15:00,  
Cultivating FAIR data across disciplines

Fri, 6th March, ONLINE 11:00-12:00,  
How to do open research safely



We'd love to  
hear what  
you thought  
of today's  
event

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